

# Documents on Diplomacy: Lessons

## More Than a Ticket for Soup

- Standard: I. Culture  
VII. Production, Distribution, and Consumption  
IX. Global Connections
- Grade Level: 9–12 (*Note:* Artistic and verbal expression and learning styles)
- Objectives: The student will:
- Make visual/artistic representations of Perry's stories of his Japan journey
  - Retell Perry's story as featured in *Harper's Monthly* in 1856
  - Complete a class visual arts project for display
  - Accept different roles in the group to complete the project
- Time: 2¼ class periods
- Materials: Documents: **1853** *Commodore Perry's First Expedition to Japan*  
**1854** *The Treaty of Kanagawa*  
**1859** *"Embassador Merican": First Meeting with the Tai-kun*
- Resource: Images of Japan
- Roll of freezer paper cut into large squares (2' x 2')  
Black or red duct tape (available in many colors)  
A red box (can be a shoe box painted or wrapped in red)  
24 pencils to be used as dowels (may be reused after lesson)  
Set of scissors  
Glue  
Sets of colored pencils or markers
- Procedures:

### *Before the Lesson Begins*

1. Ask students to find any paintings, prints or pictures of Commodore Perry's arrival in Japan in 1856. Ask them to bring their collection to class for this lesson.
2. Have glue, scissors, and tape all set up for students to use.
3. Paint or wrap a red box and tie it with red and white ribbon.
4. Using the roll of freezer paper, create 12 large squares (2'x2'). The students will work on the rough side of the paper.
5. Cut up the Documents, *Commodore Perry's First Expedition to Japan* and *"Embassador Merican"*. When you see the layout of the stories you can see the divisions by headings.

Cut out one whole section. (You may need several copies of the document to cut up.) Take each column and roll it around two pencils like a small scroll, and place each scroll in the red box. Students will be selecting a scroll.

*Lesson: Day One*

*(Display the Red Box prominently in the front of room.)*

1. Ask students to get out their collection of art findings.
  2. Read to them the introductory section of the Commodore's story (the first page) with drama and enthusiasm.
  3. Tell them that his story is quite descriptive and that they are going to recreate the story artistically with their art findings and their own creativity.
  4. Divide the class into groups and decide how many students will work on each of the 12 panels. Try to make sure that any students with artistic ability are divided among all the groups. Also disperse any students with math ability (for scale) amongst the groups.
  5. Divide the following tasks among the students. (Several may be combined, depending on the number of students working on each panel.)
    - a. An *artist*
    - b. A *mathematician*
    - c. A *supply manager*, who is responsible for gathering materials and returning them
    - d. An *arranger* and *critic*, who is responsible for attaching the group's panel to those of the other groups to create the master panel
    - e. A *story teller*
  6. Ask them to send an agent to the red box and pick out a scroll. That scroll will describe what they will create on their panel.
  7. Allow the students to begin creating their parts of the story on the **non-shiny side** of their freezer paper panel (shiny side will be against the wall upon completion), including cut-outs from their art findings and their own original drawing.
- Remind them to use lots of color and label the panel at the bottom with the name of their section.
9. The rest of the class period will be spent working together on the panels.
  10. While they work pass around copies of the resource, *Images of Japan*, so they can see how Americans (and Japanese) saw the historic opening.

*Lesson: Day Two*

1. Check on progress and give students a set amount of time to finish their panels.
2. When all the panels are ready, the story teller of each group will narrate the story as depicted while the art arranger attaches a red or black duct tape border on the panel and puts it in place.
3. Call the groups forward in chronological order. Each panel should be attached to tell the story as it happened. The first student should place his or her panel in the top left-hand corner, with others filling the rows, left to right. (See the diagram in the Teacher Notes.)
3. When all the groups have completed their presentations, the class will have created an interesting and colorful 6'x 8' panel showing this famous encounter with Japan.
4. Now ask which group had the title of the lesson in their story write-up and have them explain why it is referred to as "More Than A Ticket For Soup."
5. Have the students gather around the panel and take a photo. Put the story and photo in the school newspaper.

*Lesson: Day Three*

1. Hand out the **Treaty of Kanagawa** and ask students to quietly read the agreements reached in 1854. Then ask one question:
  - a. What ticket for trade did this limited trade agreement give to the United States other than the fanfare of soup? ■

*Teacher Notes*

**1. Scroll Sections for *The Commodore's Story*:**

- a. Arrival in Shanghai
- b. Greetings from "Patriarchal Worthies"
- c. The Commodore's Demands
- d. First Encounter
- e. Diplomatic Maneuvering and a Lavish Feast
- f. Americans in the Bay of Yedo
- g. A Tense Encounter
- h. The Probability of Violence
- i. Pomp and Pageantry
- j. A Promise of Progress

## **2. Scroll Sections for *First Meeting with the Tai-Kun***

- a.** Beginning to "At Last I was informed. . ."
- b.** From "At Last I was informed. . ." to the End

You will have 12 panels, each 2' x 2'. Have students make a duct tape frame of red or black duct tape for their panel and then connect them in chronological order from the top left to the bottom right. The completed project will look something like this and will make a colorful display.
